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ABSTRACT

The teacher certification regulations and state standards for teacher education in the state of Montana are set forth in this document. (JD)

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MONTANA TEACHER EDUCATION

PROGRAM STANDARDS

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Sub-Chapter 1

State Administrative Procedural Standards

10.58.101 ADVISORY GROUP (1) The board of public education shall appoint an advisory group to be known as the certification review panel, to provide continuous review of programs and implementation of the standards for state approval of teacher education programs leading to interstate reciprocity of teacher certification. Membership shall include professionals from all levels of education and other citizens concerned with teacher education. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.102 PROCESS LEADING TO APPROVAL OF TEACHER EDUCATION PROGRAMS (1) The process leading to approval of teacher education programs shall be carried out by visiting teams appointed by the board of public education. These teams shall be broadly representative of the educational community. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.103 VISITATIONS (1) All teacher education programs shall be visited for approval at least every five years or upon request of a college.

(2) The board of public education shall adopt clearly stated procedures for implementing the process of teacher education certification approval.

(3) Joint visitations and cooperation with other accrediting agencies will be encouraged. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121 MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.104 APPROVED PROGRAMS (1) The office of public instruction shall issue lists of institutions with programs approved by the board of public education as meeting these standards for teacher education. Such lists shall also include, pursuant to Section 20-4-121, MCA, all programs accredited by regional and national accreditation agencies, with an identification of the accreditation agency; this information will be provided to the office of public instruction by each college no later than December 1 of each year. Lists shall indicate the programs approved and the initial and expiration dates of such approval. Provisions shall be made to provide these lists to institutions, school personnel offices, counselors and others within the state upon request and to exchange lists with education agencies in other states. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA, NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.105 OPTIONAL COMPLIANCE (1) These standards shall be optional for Montana colleges, but only those colleges adopting the standards will be reported to other states as satisfying the requirements of the Interstate Certification Compact, Section 20-4-121, MCA, and board of public education policy. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

Sub-Chapter 2

Organization and Administration of Teacher Education

10.58.201 PURPOSES AND OBJECTIVES (1) The catalogue of an institution shall include:

(a) each certification program offered;

(b) the grade span for which state approval has been granted;

(c) clearly defined statements of objectives;

(d) the level at which programs are offered (basic and advanced); and

(e) the graduate programs offered for the preparation of specifically named school services personnel.

(2) Teacher preparation programs shall consider the judgment of:

(a) members of the faculty;

(b) students;

(c) graduates;

(d) lay citizens;

(e) schools; and

(f) the professional educational organizations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.202 ORGANIZATION (1) Out-of-state institutions offering teacher training programs in Montana shall meet equivalent criteria to Montana institutions:

(a) the control of the institution shall reside in a board of trustees or an otherwise designated board. The functions of the board shall be that of assuring institution philosophies and policies which will result in the best possible services to the students and the faculty and will ensure a sound educational program.

(i) In the discharge of its functions, there shall be clear evidence in the records of the board's deliberations that it recognizes and fulfills its responsibility to teacher education.

(ii) Terms of office shall be arranged to provide desirable continuity within the board membership.

(b) Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for the performance of all administrative functions affecting teacher education by personnel competent in their respective assignments.

(i) An organizational chart of the institution shall be available, and evidence shall be provided to support the suitability of the organization for teacher education, the competency of the personnel, and the manner in which functions are performed.

(ii) Written policies shall be provided pertaining to salary schedules, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of in-service development of faculty, and service by the faculty in professional development on a state, regional, or national basis.

(c) Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must be such as to enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.

(i) The institution shall operate on a budget prepared in accordance with sound financial and educational practice and shall issue an annual financial statement giving a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

(ii) The institution shall provide financial reports that clearly reveal the relative amounts expended for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay and debt service for the teacher education program as compared to other programs of the institution.

(iii) The financial records shall be kept in such a form that the economic status of the institution may be readily determined.

(d) Institutions which offer extended services, such as summer sessions, evening and weekend programs, off-campus extension or correspondence classes, survey and consultant services, shall provide the needed resources to conduct such services. Information shall be provided indicating the administrative and operational provisions established to assure the quality of such special services. This information shall indicate the extent to which these special services complement and/or relate to the regular program. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.203 STUDENT ADMISSION, RETENTION, EXIT AND FOLLOW-UP POLICIES AND PRACTICES (1) Provision shall be within the institution for orderly methods of obtaining and maintaining information relative to candidates applying for admission to teacher education.

(2) Specific admissions standards and procedures shall be published (including the time and, if possible, alternative times for admission) and shall govern a student's acceptance into the institution's regular teacher preparation program. For experimental or special programs, specific admissions requirements shall be indicated in the description of these programs.

(3) The institution shall have a well-developed plan for the evaluation of the performance of students while enrolled in its teacher education programs. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal shall be utilized to assess specific strengths and weaknesses of students, their retention status within the teacher education program, and their readiness to assume the professional role for which they are being prepared.

(4) An institution shall have well-defined evaluation procedures to assess the quality of its graduates upon their completion of pre-service programs and application for a recommendation to become certificated. Increased human sensitivity including multi-cultural awareness, specified levels of competence in teaching skills and related knowledge (including competence in teaching reading skills in each specific content area), and other pre-determined qualifications must be demonstrated as a basis for an institutional recommendation for entry into the profession. Students shall be apprised of such evaluation procedures and qualifications.

(5) The institution shall conduct periodic follow-up surveys of its graduates in teacher education in order to gather data pertaining to the effectiveness of its student personnel services. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.204 STUDENT PERSONNEL SERVICES (1) The institution shall have a well-organized student counseling program which continues throughout the preparation program and includes an effective placement service assisting graduates in finding positions.

(2) The institution shall provide students with written information describing its student personnel services and the means of availing themselves of these services.

(3) The institution shall provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

(4) The institution shall collect and maintain current data on teacher supply and demand which shall be used by all faculty assigned to advise students preparing for teaching.

(5) The institution shall maintain a system of student personnel accounting including permanent cumulative records for each student enrolled. As a part of the student record there shall be legible and intelligible transcripts of records, including a statement of course titles, credits, or the equivalent (waivers, substitutions, etc.) and degrees. The cumulative record shall also include a description of all professional laboratory experiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.205 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION (1) The institution shall provide evidence that students have been involved in program development and evaluation and that joint student-faculty committees have been active in these matters.

(2) The institution shall provide evidence that there are clearly established channels and opportunities for all students to express their views. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.206 FACULTY (1) The institution shall provide evidence that faculty members in professional education, whether working in a school or in higher education, have had specific preparation for their roles in teacher education.

(2) The institution shall provide evidence that faculty members who teach courses in the various discipline areas are involved in program development and are well informed with respect to current practices concerning the disciplines in elementary and secondary schools.

(3) The institution shall provide evidence regarding faculty experience and participation in such professional activities as curriculum improvement, research, writing and travel for educational purposes. The institution shall also provide evidence that faculty members are growing professionally through advanced study, research, and participation in activities closely related to their instructional assignments.

(4) The institution shall provide evidence that its policies of selection, retention and promotion of personnel are effective in providing faculty members who are competent and professional.

(5) The institution shall have provisions for the use of part-time or adjunct faculty as needed. Such part-time faculty shall meet all institutional criteria with respect to academic preparation, experience, and scholarly performance as have been established for appointment of full-time faculty by the institution. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.207 INSTRUCTION (1) The institution shall provide evidence that its faculty uses a variety of instructional procedures which contribute to the student's preparation, such as class discussions, large and small group work, lectures, laboratory work, and use of teacher aides and variety of media.

(2) The institution shall collect and use information pertaining to the degree to which the institution has attained its goals in the preparation of professional school personnel. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.208 FACILITIES AND INSTRUCTIONAL MATERIALS (1) An institution shall have a physical plant designed to serve its defined purposes for teacher education. The physical facilities shall also provide for the safety, health, cultural, social and recreational needs of students and faculty.

(2) The library, as the principal materials resource center of the institution, shall be utilized for instructional research and other services supporting the teacher education program. Administrative procedures and equipment shall conform to accepted modern practices including methods of cataloging, arrangement of print and nonprint materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professionally trained librarian.

(3) The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered, such as shops and shop equipment; specialized equipment for the biological, earth, and physical sciences; specialized equipment for psychological, sociological and child development sciences; specialized furniture, equipment and supplies for music and art; gymnasiums and outdoor areas for physical education; equipment for business education; facilities, equipment and supplies for home economics; and demonstration farms and farm buildings for agriculture. Space and equipment shall be made available for conducting and recording experiences such as micro-teaching, role-playing, and other simulated activities.

(4) Institutions shall make teaching-learning materials and equipment available to students and faculty. They shall provide technical instruction in the use of the equipment, in the production of teaching-learning materials and their uses and in the classification and preservation of such materials.

(5) The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the institutional use of educational media and technology.

(6) The institution shall maintain a materials laboratory or center either as a part of the library or as one or more separate units. It shall be open to students as a laboratory of instructional materials and shall be directed by a faculty member well informed in the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; various types of teaching aids such as maps, charts, pictures, filmstrips and recordings; various types of materials used in evaluating learning; and curriculum patterns, courses of study, and teaching units. There shall be workshop facilities for preparing new curriculum materials including access to electronic, photographic and other equipment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.209 SCHOOL-INSTITUTION RELATIONSHIPS (1) Definitions and requirements affecting working relationships between the schools and the institutions shall be explicit, clear and well publicized. Officials of both the preparing institution and the elementary and secondary schools shall be certain that all programs are operated within all existing regulations.

(2) Student teaching shall be done through cooperative programs in selected schools and well-planned curricula, needed teaching materials, and professionally educated staff members with successful teaching experience. There shall be provisions for supervision by the institutional faculty, involving both academic subject and education areas, and for special preparation of supervisors from both the school and the institution.

(3) Institutions shall make mutually agreed upon arrangements with school systems which include:

(a) descriptions of activities, services and compensation;

(b) descriptions of roles and responsibilities;

(c) provisions for solving problems and for ongoing activities coordination; and

(d) means for revision of arrangements to meet changing needs and conditions.

(4) In addition to those who will assume the specific instructional and supervisory roles, all institutions and elementary and secondary schools engaged in providing laboratory experiences for prospective teachers shall set up properly designated and publicized channels and offices for efficient operation and communication. Each school system and institution shall have an identifiable coordinator who channels or coordinates all contacts, operations and activities pertaining to laboratory experiences for his/her institution both prior to and during the student teaching, internship or apprenticeship. (History: Sec. 20-2-114, MCA; IMP Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

Sub-Chapter 3

Curriculum Principles and Standards: Basic Programs

10.58.301 CURRICULUM DEVELOPMENT, PLANNING AND PATTERNS (1) A designated administrative unit at the preparing institution shall coordinate the responsibilities for the administration of a continuing program of curriculum development evaluation and revision, and for the advisement and programming of students in the teacher education curricula. This unit shall recommend students to the office of public instruction for certification approval.

(2) The curriculum development process for the various teacher education programs shall include provisions for enlisting the cooperation and participation of representatives of:

(a) the public schools;

(b) college and university teachers in fields related to the area of public school specialization;

(c) the office of public instruction

(d) professional associations;

(e) professional committees and commissions; and

(f) teacher education students.

(3) A continuing curriculum evaluation program shall utilize a systematic follow-up of graduates to determine the strength of their preparation and their competence as teachers.

(4) Each teacher preparation curriculum shall be planned for teaching in an area of specialization and shall include:

(a) general education designed to prepare students for purposeful and responsible living as individuals and citizens;

(b) appropriate content and experiences in the area of specialization that relates to and gives background for teaching service in public schools; and

(c) the sequence in basic professional education designed to prepare students for roles as teachers in the public schools.

(5) The curriculum shall be designed to develop the students' unique interests and capabilities through a system of academic guidance and electives. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.302 GENERAL EDUCATION (1) General education refers to studies known as the liberal arts, those embracing the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.

(a) The elements of the general education program shall:

(i) stimulate scholarship that will promote understanding of concepts not now extant and will help prepare people for rapid adjustment to change;

(ii) foster individual fulfillment and nurture the development of free, rational, and responsible adults;

(iii) cultivate appreciation for the values associated with life in a free society and with responsible citizenship;

(iv) develop intellectually competent, imaginative and vigorous leaders;

(v) contribute to and provide direction for the use of professional knowledge;

(vi) encourage discernment in the examination of the values inherent in foreign cultures to the end that a clearer understanding of other peoples will reduce world tensions.

(b) General education shall be emphasized in the first two years of higher education, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.

(c) A sequential general education program will be constructed which will help the student attain an understanding and appreciation of:

(i) language skills (see ARM 10.58.521) as essential tools in communication;

(ii) world literature with emphasis on, but not limited to, the writings of English and American authors;

(iii) aesthetic values in human experience expressed as through the fine arts;

(iv) scientific and mathematical concepts upon which contemporary civilization depends;

(v) contemporary world culture;

(vi) social, geographic, political and economic conditions and their impacts on current problems in the nation and the world;

(vii) growth and development of the United States as a nation and its place in world affairs;

(viii) principles of physical and mental health as they apply to the individual and to the community;

(ix) America's pluralistic culture and heritage.

(History: Section 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.303 PROFESSIONAL EDUCATION (1) Professional education refers to those studies which include foundations of education, and methods and materials of teaching, with supervised laboratory experiences designed to provide competencies required in the education professions.

(a) Each institution shall have a clearly stated set of objectives for the professional education component of its teacher education program.

(b) The component of professional education shall encourage individualization of the student's program while

providing for a range of studies and experiences which will help the student develop:

(i) knowledge of the process of human growth, development, and learning, and the ability to apply this knowledge to the teaching of all students, including atypical children;

(ii) knowledge of current research, methods, materials standardized tests, curriculum development, procedures, and media appropriate to teaching. Emphasis shall be in the student's field(s) of specialization;

(iii) ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, parents, and other concerned persons and organizations;

(iv) understanding of the foundations underlying the development and organization of education in the United States;

(v) understanding of the purposes, administrative organizations, finance aspects, board functions, and operations of the total education programs of the school;

(vi) ability and willingness to analyze teaching as a means of continually improving teaching skills;

(vii) ability to teach reading and writing skills appropriate to the level of the student and to the content of the subject;

(viii) knowledge of the legal aspects of teaching in the Montana schools, professional ethics, conduct, rights and responsibilities and the structure and financial basis of the Montana school system.

(c) The program shall provide experiences which will lead the teacher candidate to develop those human qualities that will enhance pupil learnings, to include but not be restricted to:

(i) personal self-esteem and confidence;

(ii) open attitudes of evaluating practices which affect social groups; and

(iii) knowledge, humaneness, and sensitivity which reduce conflict and tension and which promote constructive interactions among people of differing economic, social, racial, ethnic, and religious backgrounds.

(d) The component of professional education shall include a comprehensive program of carefully designed basic experiences in a variety of relevant settings. In addition, the institution shall make available a wide range of laboratory, clinical, and practicum experiences with school-age youth in order to meet the pre-teacher's needs.

(e) Student teaching, or other major practicums, shall be designed both as growth experiences and as opportunities for evaluation of a student's potential for teaching. Student teaching shall provide an opportunity for assessing a student's commitment to teaching, skill in guiding learning in interpersonal relations, and growth as a professional in teaching. In considering the approval of teacher education

programs, the following statements shall be used for evaluating student teaching components. These statements are not all-inclusive; they represent minimums. Teacher education institutions are encouraged to develop student teaching components of a quality superior to that implied:

(i) Student teaching shall be permitted only after a professional review of the student's record indicates that scholarship, performance in an area of specialization, competence in the professional education component, performance in previous professional experiences, and personal characteristics directly related to the student's ability to function in a classroom setting, qualify that student for the responsibilities of student teaching.

(ii) Student teaching shall be a comprehensive experience with expanding responsibilities, including the full range of teacher activities in a school situation.

(iii) Student teaching shall provide for intensive and continuous involvement. The length of student teaching shall depend upon the performance of the student teacher. It shall continue until objectives of the program have been achieved or until the student has been screened from the program.

(iv) The cooperating school or school system shall be chosen by the institution on the basis of the commitment of the administrators and staff members to participation in the preparation of new teachers.

(v) Cooperating teachers shall be selected jointly by school and institutional personnel. In addition to being certificated and experienced in the area of assignment, the cooperating teacher shall have a good performance record, show continued professional growth and have the temperament, desire and ability to work with student teachers. The number of student teachers assigned to any qualified cooperating teacher shall be determined by applying two professional criteria:

(A) the level of support for pupil learning shall remain as high or higher than if the student teachers were not so assigned, and

(B) the teacher can feel comfortable and confident in providing an effective, supportive learning climate.

(vi) Institutions shall study and develop effective arrangements for administering and supervising student teaching programs that best utilize the resources of the institutional supervisor, cooperating teacher and student. Where the institutional supervisor functions as a generalist, the institution and school system shall assure that expertise in content and methodology in the subject area is available to the student. All institutions shall study possible alternative arrangements for administering and supervising student teaching including the use of clinical professors.

Institutions and schools shall make cooperative detailed studies of roles and responsibilities; such studies shall be utilized in determining the strengths and weaknesses of supervision and in developing means to upgrade continually the skills of all personnel involved. Institutional staff who have responsibility for supervision shall have equal status with other faculty. The college shall assure adequate supervision for student teachers and this policy shall be in writing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

Sub-Chapter 4

Teaching Areas: General Standards

10.58.401 FIELDS OF SPECIALIZATION (1) All programs for preparing teachers in fields of specialization shall be designed to meet general standards as identified by the faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.402 DEVELOPMENT OF TEACHER EDUCATION PROGRAM (1) Each institution shall develop its teacher education program within the certification policies of the board of public education. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.403 STATEMENT OF PURPOSE AND OBJECTIVES (1) Each teaching area or field of specialization shall be built upon a statement of the purpose and objectives of teaching in this area of the public school curriculum and shall:

(a) include a well-formulated statement of the nature of the public school program needed to accomplish the purpose and objectives;

(b) be prepared by the faculty concerned with teacher education;

(c) be based on analyses of current practices and recommendations of the professional organizations representing this field of the public school curriculum; and

(d) be available in writing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.404 STATEMENT OF SKILLS (1) Each teaching area or field of specialization shall be built on a statement of the skills needed by teachers in this area of the public school curriculum and shall:

(a) include the attitudes, knowledge, understandings, abilities and degree of expertise required for a beginning teacher;

(b) be based upon the statement developed in the preceding guideline regarding the objectives and program of the public school; and

(c) be available in writing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.405 PROGRAM OF STUDY (1) The program of study constituting the teaching area or field of specialization shall:

(a) include a thorough study of the aspects of the subject-matter area as included in the public school curriculum;

(b) take into account the sequential nature of the knowledge and skills to be developed to assure maximum continuity in the achievement of the objectives of the program;

(c) provide prospective teachers with a comprehension of the aspects of study which their students will meet in subsequent courses related to their field of study;

(d) constitute minimum requirements for teaching in the field of specialization, with courses and content chosen for their relevance to the public school curriculums and in response to the careful study of individual needs, abilities and objectives of the prospective teacher; and

(e) be broadly conceived, to include work in fields related to the area of study to be taught. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.406 PROGRAM OF EVALUATION (1) Each teaching area or field of specialization shall include provision for a systematic program of evaluation procedures to determine the degree of the student's attainment of teaching skills. These evaluation procedures shall serve as the basis for recommending the teacher candidate for the appropriate teacher certificate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.407 SUPPORT OF TEACHING AREA OR FIELD OF SPECIALIZATION (1) Each teaching area or field of specialization shall be supported by plant, facilties, equipment, library and media resources. A schedule of meeting-time adequate to implement the planned program of courses, including appropriate field and laboratory experiences, shall be provided. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.408 STAFFING (1) Each teaching area or field of specialization shall be staffed by faculty members who are well-qualified by graduate training and experience in the subject-matter of the particular area of the public school curriculum and who are sensitive to the needs of public school teachers. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

Sub-Chapter 5

Teaching Areas: Specific Standards

10.58.501 GENERAL REQUIREMENTS (1) Each teaching area or field of specialization shall consist of a carefully planned pattern of courses and experiences designed to produce the skills identified by the faculty as necessary for successful teaching at the particular grade levels for which the program is designed: elementary, secondary or K-12. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.502 AGRICULTURE For the prospective teacher the program shall:

(1) assure that practical farm or other agricultural experience is a part of the requirements for completion of the program leading to certification;

(2) provide study of the biological, physical and applied sciences as they relate to practical solutions of agricultural problems;

(3) provide study of the essentials for production agriculture and the breadth in technical agricultural industry;

(4) provide basic knowledge in areas such as the following:

(a) plant science and technology
(b) animal science and technology
(c) agricultural business management and technology
(d) agricultural mechanics science and technology

(5) provide study of the following occupational areas:

(a) agricultural production and marketing
(b) agricultural equipment and supplies
(c) agricultural products
(d) ornamental horticulture
(e) agricultural resources
(f) natural resource management
(g) environmental development
(h) forestry;

(6) provide skills necessary for the utilization of agricultural youth organizations as a means for teaching leadership skills through knowledge and practice of speech, parliamentary procedures, and group cooperative efforts; and

(7) provide studies and experiences which enable the prospective teacher to perform the appropriate occupational skills while working with pupils and adults in projects and programs relative to the agricultural instructional areas. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.503 ART K-12 For the prospective teacher the program shall:

(1) provide opportunities to acquire knowledge, understanding and appreciation of art in contemporary and past cultures with emphasis on the relationship of art to the culture in which it was produced and its influence on subsequent cultures;

(2) provide for awareness, comprehension and ability to describe, analyze, interpret and evaluate works of art;

(3) provide for the development of knowledge and understanding of philosophical aspects of the nature of art and of its meaning and contributions to the individual and society;

(4) provide for the development of the ability to work as a professional educator with pupils of all age groups and the ability to aid pupils to develop the individualized capacities of:

(a) perception - the ability to exercise and refine fundamental and discriminating sensory intake;

(b) knowledge and understanding - the ability to project information, particularly that which is manifest in art forms;

(c) creation - the ability to produce or create original, expressive art from a variety of media;

(d) reflection/action - the ability to respond to art, to enjoy it, appreciate it and to assimilate its meaning and presence into an individual lifestyle that complements society.

(5) provide training for art education curriculum development that assures competent guidance of pupils in a wide variety of art activities;

(6) provide the knowledge and skills relative to organizing, planning, administering, and evaluating a program of art education;

(7) provide for the development of the student's ability as a producing artist. Emphasis should be on basic concepts and skills related to the student's ability to recognize and structure original and expressive art form in a wide variety of media;

(8) provide for knowledge and understanding of technological and safety aspects of studio work;

(9) provide for studio experiences related to a variety of art media commensurate in breadth and depth with the

teacher's personal and professional needs; and

(10) provide for the development of understanding and appreciation of related areas such as dance, film, music, literature, theatre and practical arts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.504 BUSINESS EDUCATION For the prospective teacher the program shall:

(1) provide for knowledge of our economic system, business organization, philosophy and objectives of vocational education and occupational technology;

(2) provide experiences and include studies which develop the following skills:

(a) planning, organizing and administering a program which includes work experiences

(b) developing and understanding concepts of automated data processing

(c) planning for laboratory facilities and equipment

(d) developing a knowledge of job requirements and opportunities in business and allied fields

(e) developing ability to operate and maintain the more common types of office equipment

(f) planning, organizing and advising a student business organization;

(3) provide for a study of meaningful survey activities; e.g., surveys of business offices and follow-up studies of secondary school graduates to enable teachers to offer current job-related information to their students;

(4) provide satisfactory occupational experience in one or more businesses and other occupations;

(5) provide studies and experiences which develop competencies in teaching disadvantaged and handicapped persons;

(6) provide an understanding of career opportunities in business and office occupations;

(7) provide preparation for the teaching of clerical office occupations combining intensive training in accounting and office procedures and the development of typewriting skills; secretarial and related occupations combining the intensive development of secretarial and communication skills along with some preparation in accounting skills;

(8) provide for the development of proficiency in typewriting and related office skills;

(9) provide for the development of an understanding of office procedures and relationships of various procedures to job opportunities in the business world;

(10) provide an understanding of the theories and skills of accounting; and

(11) provide for the development of skills in the art and techniques involved in recording, analyzing, classifying and interpreting data. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.505 BUSINESS EDUCATION WITH SHORTHAND - SECRETARIAL OCCUPATIONS Section 10.58.504 is applicable. In addition, for the prospective teacher the program shall:

(1) provide for the development of proficiency in basic secretarial and related office skills;

(2) provide for the development of an understanding of secretarial procedures and relationships of various procedures to job opportunities in the business world; and

(3) provide an understanding of accounting theories and skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.506 DISTRIBUTIVE EDUCATION For the prospective teacher the program shall:

(1) provide for the development of teaching, services, coordination, research, and leadership competence in purchasing, marketing, merchandising and management;

(2) provide experiences and include studies which develop the following skills:

(a) planning, developing, and administering a comprehensive program of distributive education for both high school and adult students

(b) organizing and utilizing a wide variety of methods and techniques for teaching youth and adults

(c) conducting learning experiences for students with a broad array of abilities and career objectives, and recognizing and responding to individual differences in students;

(3) provide for a variety of occupational work experiences; and

(4) provide experiences for the development of a knowledge of and involvement in distributive education organizations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.507 DRAMATICS For the prospective teacher the program shall:

(1) provide a knowledge of theater as a social and aesthetic experience, a reflection of culture, and include a broad view of the history of theater and acquaintance with representative plays of past and present;

(2) provide for the development of ability to direct a theatrical production with artistic integrity, involving se-

lection analysis, casting, rehearsal, performance supervision and all other elements of direction;

(3) provide a knowledge of basic acting skills and techniques in order to promote, stimulate and guide the efforts of the individual as well as the interpreting group, whether in a creative dramatic context, or in a theatrical production;

(4) provide for the development of the ability to handle the technical requirements of a theatrical production by effective planning for and execution of scenery, lights, make-up, sound, properties, costume and special effects;

(5) provide for the development of the ability to evaluate the production or activity and to modify and adapt future goals and objectives in light of achievements as well as deficiencies;

(6) provide an understanding of the function of theater in the school at all grade levels and the place of theater in everyday life;

(7) provide for the development of the ability to design and provide environments conducive to the development of creativity in the individual as well as a knowledge of potential achievements at different levels and the time needed to accomplish the objective involved;

(8) provide a knowledge of methodology for teaching theater, content and organization of course work and the development of individual units of study, evaluation of student achievement, and potential at various grade levels;

(9) provide for the development of the ability to organize an academic or non-academic production or program including audience services within the context of the school time, facilities and monies, and to augment existing facilities and materials in an order of significant priority;

(10) provide for the development of the ability to promote and publicize an activity or production in order to gain the attention and support of the school and community in relationship to the development of appreciation of theater in school and community audiences;

(11) provide for the development of the ability to serve as a resource person within a school system in the development of facilities, the preparation of classroom projects, assembly programs or any activity in which elements of theater are found;

(12) provide for the development of the ability to assist in the organization of a progressively planned and comprehensive theater and/or other fine arts curriculum which includes experiences in music, film, literature, art, dance and theater as they relate to elementary through high school students and to theater as a synthesis of the arts; and

(13) provide for the development of the ability to disseminate accurate information and to be a resource for educational and vocational counseling in theater arts and allied fields. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.508 ELEMENTARY For the prospective teacher the program shall:

(1) provide knowledge of child growth and development and of the social, emotional, physical and health characteristics and needs of children;

(2) include studies and experiences in the sociological and the behavioral sciences which emphasize the relation of children to their environment;

(3) provide for the development of instructional competence in teaching methods and the use of materials to promote the effective pupil language art skills of reading, writing, speaking, and listening;

(4) provide preparation sufficient for competence in the subject areas normally found in the elementary school curriculum including art, health, mathematics, music, physical education, science, social studies, and traffic and safety education;

(5) provide for the development of instructional competence in the use of methods and materials to promote effective pupil skills in the subject areas normally found in the elementary school curriculum;

(6) provide a comprehensive knowledge of literature appropriate for children in the elementary grades and provide teacher competency in developing children's sensitivity to and enthusiasm for literature;

(7) provide for the development of knowledge and understanding of the techniques involved in the individualization of instruction, team teaching, and various methods of grouping within a self-contained classroom;

(8) provide adequate preparation for teaching atypical children; and

(9) provide preparation for the development of skills related to the diagnosis, prescription and correction of learning difficulties of elementary school children. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.509 ENGLISH For the prospective teacher the program shall:

(1) provide knowledge of the structure and history of the English language, including phonology, morphology, syntax, semantics, and basic grammatical principles;

(2) provide knowledge of the various personal, social and communication purposes of language, including attention to factors such as:

(a) social and regional language variation

(b) language for control and management of others; i.e. language abuse, e.g., the rhetoric of politics, advertising, etc.;

(3) provide knowledge of the basic differences and similarities in the structural and semantic attributes of written and oral discourse, attendant classical and contemporary rhetorical theories regarding both modes of discourse;

(4) provide knowledge of the nature of non-print and non-verbal expression as well as their relationship to verbal expression;

(5) provide knowledge of the processes whereby individuals acquire, understand, and use their language;

(6) provide knowledge of the attributes of oral and written language in the developing student;

(7) provide knowledge of the ability to teach processes by which one learns to read;

(8) provide knowledge of a representative body of English, American, and non-western literature, including contemporary, adolescent, children's and minority groups' literature;

(9) provide knowledge of approaches to literary analysis, both classical and contemporary;

(10) provide knowledge of approaches to English curriculum evaluation, design and development, and the ability to articulate the nature and purposes of that curriculum to professional peers, school administrators, and parents;

(11) provide knowledge of approaches to assessment and diagnosis of student's encoding and decoding abilities in various settings and for various purposes;

(12) provide for the development of the ability to help assess and interpret students' progress in both decoding and encoding language in various social, regional and cultural settings;

(13) provide for the development of the ability to prescribe suitable techniques and materials for overcoming specific decoding and encoding difficulties and design effective instructional strategies and teaching approaches for the teaching of decoding and encoding skills;

(14) provide for the development of the ability to help students become aware of the various social and cultural backgrounds and purposes of language use; and

(15) provide for the development of the ability to make literature a substantive and worthwhile part of the students' education, and relate the purpose of English to everyday needs of students. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.510 EXCEPTIONAL CHILDREN K-12 (1) Common standards applicable to all areas of special education are followed by specialized standards for the respective areas. Programs leading to K-12 certification for teachers of exceptional children shall meet the common standards and have an emphasis in at least two of the special areas.

(2) Common standards. For the prospective teacher the program shall:

(a) provide an understanding of the types of exceptionalities among children and youth and their educational relevance;

(b) provide experiences in individual and group classroom management procedures appropriate to exceptional children such as:

(i) use of diagnostic procedures to identify the learning difficulties of the exceptional child

(ii) ability to develop and implement prescriptive programs based on diagnostic findings

(iii) knowledge of the techniques utilized in behavioral control;

(c) provide for the development of social skills and attitudes to enable the prospective teacher to work effectively with other school personnel in coordinated programs for exceptional children;

(d) provide for the development of the ability to interpret the educational program to parents, teachers, administrators, and community groups;

(e) provide opportunities to observe institutions and facilities concerned with the education, health, and welfare of all types of exceptional children;

(f) provide early opportunities for supervised laboratory experiences with exceptional children as one means of determining the candidate's maturity for work with exceptional children;

(g) encourage student affiliation with professional groups, and create an awareness of the referral agencies available for aid to exceptional children;

(h) provide for the development of skills in planning and conducting wide varieties of learning experiences for individuals and groups; and

(i) provide for a specific understanding of state rules and regulations related to funding awards.

(3) Specialized standards. The program shall require in-depth study and experience which develop competence in at least two of the following specialized areas of concentration:

(a) Pre School. For the prospective teacher the program shall:

(i) provide general knowledge of major handicapping conditions to include: characteristics, etiology, diagnosis, and intervention;

(ii) provide specialized preparation for working with children with severe and profound handicapping conditions;

(iii) provide for demonstrated ability to identify and use appropriate diagnostic procedures for developing individualized educational programs and instructional plans;

(iv) provide for demonstrated ability to communicate effectively with parents, referral agencies, and other non-school groups;

(v) provide understanding of normal growth and development from birth to age five;

(vi) provide for demonstrated ability to develop, implement and monitor individual educational programs;

(vii) provide for demonstrated general knowledge of program administration and supervision to include legal requirements, state and local policies, financing, organization, and evaluation strategies;

(viii) provide for completion of successful supervised experience with young handicapped children to include exposure to a wide range of handicapping conditions and varied degrees of severity.

(b) Emotionally Disturbed. For the prospective teacher the program shall:

(i) provide the theoretical bases of counseling and psychotherapy with in-depth studies in emotional and social problems;

(ii) provide for the development of specific techniques for the diagnosis and remediation of learning problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses;

(iii) provide for the development of an awareness of the significant role of parents and the influence of the total environment of the pupil; and

(iv) provide knowledge of the results of research in the area of emotional disturbance and closely allied fields.

(c) Hard of Hearing. For the prospective teacher the program shall:

(i) provide for the development of skills in management of pupils with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials;

(ii) provide study in audiometry and hearing rehabilitation including studies in hearing problems and testing of hearing;

(iii) provide for development of skills in auditory training and speech reading, in speech for the accoustically handicapped, in sign language, and in working with the deaf;

(iv) provide opportunities to observe procedures of diagnosis and case management by qualified clinicians; and

(v) provide for the development of therapeutic skills and judgments and opportunities to perform therapeutic services under supervision.

(d) Mentally Retarded. For the prospective teacher the program shall:

(i) provide knowledge related to the needs of the mentally retarded, knowledge of programs and procedures for working with the mentally retarded, and professional laboratory experiences with mentally retarded children;

(ii) include studies and experiences which will provide the prospective teacher with knowledge of the following:

(A) etiology of mental retardation

(B) characteristics of the mentally retarded and classification and diagnosis of mental retardation

(C) social control and adjustment of the mentally retarded

(D) information about the educational processes of the mildly, moderately, and severely mentally retarded

(E) interpretation of psychological tests

(F) screening and selection of children for class placement

(G) curriculum development, methods, materials and special teaching techniques

(H) problems related to integration of mentally retarded students into general school organization; and

(iii) provide knowledge of all levels of mental retardation and allow for emphasis in one or more of these levels.

(e) Orthopedically Impaired. For the prospective teacher the program shall:

(i) provide knowledge of learning environments for children who are medically defined as physically handicapped who have other health problems, or who have central system disorders that place them within a definition of chronic conditions;

(ii) provide understanding and knowledge of the special problems and processes of assessing the physically handicapped and shall emphasize the effects that the physical handicap has on the learning processes and the diagnostic procedures to be used in the teaching role; and

(iii) provide experiences to develop skills in curriculum development and special methodologies relative to children who may be minimally or multiply handicapped.

(f) Visually Handicapped. For the prospective teacher the program shall:

(i) provide study of the anatomy and physiology of the eye and knowledge of the symptoms and diagnosis of partial vision and total loss of sight;

(ii) provide knowledge of local, state and national facilities for serving the visually handicapped and the blind and knowledge of the provisions available for the partially seeing child;

(iii) provide knowledge of common plans of organization and current facilities for serving partially seeing children, and the principles of preparation, selection and effective use of appropriate instructional materials;

(iv) provide for the development of skills to solve the problems of adaptation of school environments to meet the needs of partially seeing children; and

(v) provide for the development of skills with teaching methods applied to the special needs and capabilities of partially seeing and blind children, and study and experience in testing programs and interpretations of test results.

(g) Specific Learning Disabilities. For the prospective teacher the program shall:

(i) provide knowledge of learning theory as well as educational psychology and shall provide orientation in psychological testing and in diagnosis and correction of learning disabilities;

(ii) require experience in the education of those with learning disabilities (such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia) in remediation in basic skills, in teaching of reading, and in curriculum development for teaching of students with learning disabilities;

(iii) provide for adequate understanding of group dynamics, interviewing and counseling and for knowledge of community resources; and

(iv) provide professionally supervised experiences with pupils, teachers, and administrators that are properly planned and professionally supervised and of such duration to prepare the graduate for working in this field.

(h) Speech and Language Impaired. For the prospective teacher the program shall:

(i) provide knowledge of the study of normal speech, typical and common speech defects, and basic techniques for their prevention and correction;

(ii) provide knowledge of etiology and treatment of the more severe speech deviations such as articulation, stuttering, voice, organic, and symbolization disorders;

(iii) provide knowledge of phonetics and language development;

(iv) provide knowledge of physiological, psychological, and social foundations of speech and hearing disorders including anatomy, physiology, and the function of auditory and speech mechanisms;

(v) provide study in audiometry, speech reading, and speech for the accoustically impaired;

(vi) provide opportunities to observe procedures of diagnosis and case management by qualified correctionists; and

(vii) provide for the development of skills and judgments and for opportunities to perform under supervision with the equipment essential for the conduct of speech correction. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.511 FOREIGN LANGUAGES Certificate endorsements available in Montana are French, Spanish, German, Russian, and Latin. For the prospective teacher the program shall:

(1) provide study in phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole) and literature;

(2) provide for the development of the ability to understand conversation at a normal tempo, lectures and news broadcasts;

(3) provide for the development of the ability to converse with a native with a command of vocabulary and syntax sufficient to express thoughts in conversation at normal speed with good pronunciation;

(4) provide for the development of the ability to read with immediate comprehension both prose and verse of average difficulty and mature content;

(5) provide for the development of the ability to write a "free composition" (such as a letter or message);

(6) provide understanding of the differences between the sound systems, forms, structures of the foreign language and English and the ability to apply this understanding to modern foreign language teaching;

(7) provide an awareness of language as an essential element of culture, an understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of major lands in which the language is dominant;

(8) provide knowledge of the present-day objectives of foreign language teaching as communication and an understanding of the methods and techniques for attaining these objectives;

(9) provide knowledge of the use of specialized techniques, such as educational media, the relation of modern foreign language study to other areas of the curriculum, and the ability to evaluate the professional literature of foreign teaching;

(10) provide a study of the literature, history, geography, and contemporary civilizations of the appropriate country or countries; and

(11) provide for the preparation of teachers of classical languages through adherence to the preceding standards with additional emphasis on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.512 GUIDANCE AND COUNSELING. For the prospective counselor the program shall:

(1) provide evidence that careful screening is employed to assure that only persons who have the potential for developing effective relationships with students, teachers, administrators and parents are accepted as candidates;

(2) provide understanding of the philosophy, organization, and professional activities related to the practice of school counseling;

(3) provide knowledge of referral agencies and other services outside the school setting;

(4) provide an understanding of the individual, including the dynamics of human behavior;

(5) provide for the extension of his/her understanding of basic educational philosophies and school curriculum patterns;

(6) provide understanding of societal forces and cultural changes with particular reference to socio-economic, ethnic, and racial groups;

(7) provide for skills in the following areas:

(a) interpretation of I.Q. aptitude, interest, and achievement and personality assessment

(b) individual and group guidance

(c) individual and group counseling

(d) assisting students in developing vocational, career planning and lifestyle decision-making skills

(e) assisting students in developing personal, social and educational decision-making skills

(f) placement and follow-up

(g) planning, implementation, administration and evaluation of counseling programs;

(h) performance, interpretation and utilization of educational research; and

(8) provide supervised laboratory and practicum experiences in a school setting to include opportunity to work effectively with pupils, teachers, parents, and the community in the following areas:

(a) practice of guidance and counseling methods and techniques

(b) observation of how the duties of a counselor are discharged

(c) performance of the duties of a school counselor. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.513 HEALTH For the prospective teacher the program shall:

(1) provide knowledge and understanding of the aims and objectives of health education in the schools;

(2) provide basic knowledge of the biological sciences which primarily deal with the human's quest for a healthy life. More specifically, to provide knowledge and understanding in human physiology and anatomy, basic body chemistry, microbiology, genetics and ecology;

(3) provide basic background studies in the behavioral and social sciences pertinent to the study of health;

(4) provide an understanding of:

(a) personal health and physical fitness including basic understanding of the body and its vital organs

(b) community and environmental health including sanitation and pollution

(c) nutrition including weight control, food fads and diet supplements

(d) emotional and mental health

(e) physical, social and emotional health hazards of drugs, alcohol and tobacco

(f) physical and emotional aspects of sex

(g) communicable diseases (including venereal disease), body defenses and immunization programs

(h) common physical and mental exceptionalities and degenerative diseases

(i) consumer health including the selection of health products and professional services, and the evaluation of advertising

(j) first aid and emergency care

(k) safety including outdoor, water, home, industrial and traffic

(l) values processes and clarification; and

(5) provide opportunities for developing, promoting and implementing a school health environment and cooperative relationships with voluntary, community and other official health agencies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.514 HOME ECONOMICS For the prospective teacher the program shall:

(1) provide basic information about experiences in working with the developmental processes of children and in

creating and maintaining an environment in which children and families develop and interact as individuals and family members;

(2) provide an understanding of the multiplicity of factors involved in clothing and textiles which satisfy the needs of persons and families;

(3) provide an emphasis on the importance of making value judgments and decision about shelter needs, furnishings, and equipment for individuals and families;

(4) provide the knowledge and experience of selecting, planning, preparing and serving foods according to nutritional needs of various individuals, families and groups;

(5) provide knowledge and experience in managing individual and family resources to achieve individual and family goals at the various stages of the life cycle;

(6) provide proficiency in maintaining human relations, planning, developing, teaching, supervising and evaluating programs in occupational home economics;

(7) provide an opportunity for interdisciplinary and multi-agency approaches for the preparation of home economics teachers;

(8) provide study in the humanities and the social, behavioral and natural sciences; and

(9) provide skills necessary for the utilization of home economics youth organizations as a means for teaching leadership skills through knowledge and practice of speech and parliamentary procedures and group cooperative efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.515 INDUSTRIAL ARTS For the prospective teacher the program shall:

(1) provide preparation for teaching a general industrial arts course offering instruction in the main divisions of industrial arts subject matter and teaching a general unit-type laboratory or shop in one of the main divisions of industrial arts subject matter;

(2) provide for the study of philosophy, principles, and methods of industrial arts in elementary, secondary, adult and collegiate schools;

(3) provide a fundamental knowledge of the historical development of technology and its impact on man and society;

(4) provide for the development of technical skills in the following:

(a) Drafting: learning activities concerned with communicating ideas or illustrations graphically

(b) Electricity-electronics: study of technology involved in the industrial uses of electrical energy including the theory, applications and control of electrical energy

(c) Graphics arts: learning activities concerned with the tools, materials and processes used in the printing industries (study of the technical aspects of printing, related occupations, management problems, and the consumer-printing industry relationships)

(d) Manufacturing and construction industries: studies of the technological achievements concerned with methods and processes used in manufacturing articles for mass consumption. These studies shall be concerned with the industry, technology, and products derived from such materials and processes as ceramics, crafts, metals, plastics, textiles and woods

(e) Power and transportation: study of the technology involved in harnessing and controlling power, including its source, generation, and transmission and the use of powered devices and vehicles;

(5) provide for the study of industrial problems, including provisions for making independent investigations of the origins and evolution of present industrial conditions;

(6) provide opportunities to design, construct, and test individual projects; and

(7) provide skills necessary for the utilization of industrial arts youth organizations as a means for teaching leadership skills through knowledge and practice of speech and parliamentary procedure and group cooperative efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.516 JOURNALISM For the prospective teacher the program shall:

(1) communicate through effective writing by providing experiences in the basic skills and mechanics of the journalism profession;

(2) demonstrate different journalistic styles;

(3) relate interviewing and other aspects of research;

(4) stress the necessity for accuracy;

(5) develop knowledge and skills in the technical methods and tools used in journalism: grammar, copy reading, editing, makeup, headline writing, production process, photography, advertising copy and design;

(6) analyze the organizational structure of the news media, showing how and why this structure has changed;

(7) develop an understanding of the functioning of the American economic system as it relates to mass media (advertising, media sales, circulation and distribution);

(8) possess a knowledge of the history and development of the mass media, illustrating their impact upon society and the effects of technological developments upon the mass media;

(9) develop knowledge of the social responsibilities and of laws and ethics of mass media; illustrate the effects of the news media upon law and the effects of law upon the news media;

(10) develop an understanding of and appreciation for the free flow of information and the role of the news media in a democratic society;

(11) convey the responsibility of the news media for comprehensive reporting of the many faceted economic and social environments;

(12) recognize and deal with public relations problems related to the school and to the community served by the school; and

(13) develop an awareness of career opportunities in journalism and describe the preparation required for such professional careers. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.517 LIBRARY K-12 For the prospective librarian the program shall:

(1) provide a liberal arts education as stated in Sub-Chapter 4, Teaching Areas: General Standards, and for a professional core as stated in Specific Standards, ARM 10.58.501;

(2) provide for the development of skill in selection as it relates to:

(a) developing criteria for evaluating and selecting materials and equipment

(b) planning and implementing processes, procedures and policies for the evaluation and selection of materials and equipment

(c) utilizing bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment

(d) developing a knowledge and understanding of literature for children and young adults;

(3) provide for the development of skill in the utilization of media as it relates to:

(a) teaching skills in retrieval and utilization of materials and equipment

(b) assisting teachers and students in identifying, obtaining and adapting media to their specific needs

(c) providing reading, listening and viewing guidance for students and teachers

(d) identifying and utilizing community resources

(e) providing specific information and responses to reference requests;

(4) provide for the development of skill in the production of media as it relates to:

(a) designing and producing materials to meet stated learning objectives

(b) operating production equipment

(c) producing media for specified learning objectives which utilize the basic principles of design;

(5) provide for the development of skill in research and evaluation of media programs as it relates to:

(a) developing plans to assess needs and evaluate the media program

(b) applying the principles of research to improve the media program

(c) designing, developing, and writing proposals for funds to support the media programs;

(6) provide for the development of skill in the organization of media as it relates to:

(a) establishing and implementing procedures for acquisition, processing, distribution, and maintenance of materials and equipment

(b) applying and adapting rules and procedures for classifying and cataloging all materials (print and nonprint);

(7) provide for the development of skill in administration, supervision and management as it relates to:

(a) assessing the current status of the media program in terms of local, state, regional, and national guidelines and establishing short- and long-range plans

(b) initiating and developing policies and procedures for the operation of a media center

(c) applying the principles of budgeting and management to the administration of the media program

(d) establishing job specifications and applying principles of personnel management

(e) participating in the planning, arrangement, utilization and development of the media program and the instructional program;

(8) provide for the development of skill in the application of the principles of learning and teaching methodologies as it relates to:

(a) determining goals for the media program as an integral part of the educational program of the school

(b) participating as a member of the educational team in designing curriculum and the integration of media

(c) planning activities and opportunities for increasing independence in learning

(d) evaluating media programs as they relate to curriculum needs

(e) planning, providing and evaluating methods and procedures for teaching media skills in a variety of school curricula;

(9) provide for the development of skill in leadership and professionalism as it relates to:

(a) designing and implementing methods of interpreting media programs to teachers, students, administrators and the community

(b) providing the right of access to information for students and teachers within the existing legal framework

(c) participating in local, regional, state and national professional organizations

(d) engaging in self-evaluation to identify the areas of need for continuing education and professional growth; and

(10) provide opportunities for a supervised practicum that includes a wide variety of instructional and operational experiences which relate to a media program. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.518 MATHEMATICS For the prospective teacher the program shall:

(1) provide a knowledge of the sequential nature of mathematics and an understanding of the various aspects of mathematics which their pupils will meet in subsequent courses;

(2) provide for the development of the capacity and disposition for continued learning in mathematics and shall include studies and experiences which are relevant to the school curriculum; e.g., basic math, general math, consumer math, algebra, geometry, etc.;

(3) provide knowledge of curriculum improvement studies in mathematics currently being made by various national groups;

(4) provide opportunities to acquire a knowledge of ways to apply the principles of mathematics to other disciplines; e.g., logic, science, psychology, economics;

(5) provide for the development of the ability to select, adapt, evaluate and use strategies and materials for teaching mathematics, provide laboratory experiences in working with pupils of both high and low academic abilities and develop the ability to teach computational as well as abstract mathematics;

(6) provide experience in the field of computing as it relates to mathematics and to teaching of mathematics; and

(7) provide experience with mathematical model building. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.519 MUSIC K-12 For the prospective teacher the program shall:

(1) provide a functional knowledge of the language and grammar of music;

(2) provide an understanding of the common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, form--and their interaction, and an ability to employ this understanding in both aural and visual analysis;

(3) provide for the development of:

(a) basic conducting skills, score reading and rehearsal techniques

(b) ability to compose, arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations

(c) ability to guide creative experiences and improvise in an extemporaneous performance

(d) proficiency on piano, guitar, or other appropriate keyboard or fretted instrument sufficiently advanced for demonstration and accompaniment

(e) advanced ability sufficient to assure accurate and musically expressive performance

(f) ability to perform in large ensembles and a variety of small ensembles;

(4) provide knowledge and understanding of music history and literature with emphasis on the relationship of music to other arts and humanities in contemporary and past cultures and the ability to place compositions in historical and stylistic perspectives;

(5) provide for the development of knowledge of a comprehensive music program based upon sound philosophy and understanding of what music to teach and how to teach it at any level. The program shall include procedures for organizing a comprehensive music curriculum for a school or school system;

(6) provide for the study of vocal/choral music in the areas of:

(a) ability to perform on keyboard and fretted instruments sufficient to employ these instruments as teaching tools

(b) ability to transpose and improvise accompaniments

(c) basic knowledge of vocal/choral problems and strategies and sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique

(d) solo and ensemble vocal performance

(e) use of wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles

(f) laboratory experiences in teaching various vocal/choral types of classes such as choruses and general music; and

(7) provide for the study of instrumental music in the areas of:

(a) performance ability on wind, string and percussion instruments sufficient to teach students in heterogeneous and homogeneous groups

(b) solo instrumental performance experiences, as well as small and large instrumental ensembles experiences

(c) use of the singing voice as a teaching tool and knowledge and skills necessary to conduct choral as well as instrumental ensembles

(d) laboratory experience in teaching instrumental students--individually, in small groups, and in larger classes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.520 PHYSICAL EDUCATION AND HEALTH K-12 For the prospective teacher the program shall:

(1) provide a knowledge of the aims and objectives of physical education in schools and the competence to provide learning experiences;

(2) provide study in the sciences with preparation in the biological sciences for understanding the structure and function of the human body, including an understanding of the principles of human movement, human physiology and anatomy, body chemistry, microbiology, genetics and ecology;

(3) provide understanding of skills and capabilities to observe, analyze, prescribe and manage student learning in a wide variety of physical activities such as fundamental motor skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping and outdoor recreation;

(4) provide knowledge and skill relative to organizing, planning, administering, and evaluating a total program of physical education. The following competencies are illustrative:

(a) relate physical education as a part of the total education program

(b) select, purchase, care and maintain facilities, equipment and supplies

(c) organize and administer intramural, recreational, and interscholastic programs

(d) select and use appropriate evaluative techniques of student performance

(e) relate principles, standards and procedures of safety

(f) possess techniques of good public relations in interpreting the health and physical education program

(g) organize and administer programs for atypical students

(h) possess knowledge of legal liability and insurance aspects

(i) possess knowledge of first aid and athletic training methods and techniques;

(5) provide an understanding of:

(a) personal health and physical fitness including basic understanding of the body and its vital organs

(b) community and environmental health including sanitation and pollution

(c) nutrition including weight control, food fads and diet supplements

(d) emotional and mental health

(e) physical, social and emotional health hazards of drugs, alcohol and tobacco

(f) physical and emotional aspects of sex

(g) communicable diseases (including venereal disease), body defenses and immunization programs

(h) common physical and mental exceptionalities and degenerative diseases

(i) consumer health including the selection of health products and professional services and the evaluation of advertising

(j) first aid and emergency care

(k) safety including outdoor, water, home, industrial and traffic;

(6) provide for knowledge to assess programs and evaluate atypical students;

(7) provide opportunity for a variety of practicum experiences in addition to student teaching early in the curriculum;

(8) provide for student teaching opportunities on both elementary and secondary levels. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.521 READING SPECIALISTS K-12 For the prospective reading specialist the program shall:

(1) provide a planned sequence to include but not be limited to: general background (i.e., psychology of the reading process, nature and scope of reading program), reading skills and abilities (i.e., readiness for reading at any level, word recognition skills, vocabulary development), diagnosis and remedial teaching, organization of the reading program (i.e., classroom organization, varied approaches to reading instruction), materials (i.e., how to select and use), application of reading skills;

(2) provide understanding of the nature of the learner and the learning process with specific application to reading;

(3) provide for the development of the ability to work effectively with children and youth in developing reading skills and in diagnosing and correcting reading disabilities;

(4) provide knowledge of the techniques and materials used in reading instruction;

(5) provide for the development of skills to diagnose reading problems of exceptional students and design appropriate instruction;

(6) provide a supervised practicum with children and youth in developmental, corrective, and remedial and accelerated reading instruction;

(7) provide studies, experiences and activities in language arts which increase knowledge and skill in relation to the following

(a) development of oral and written language

(b) communication skills including vocabulary and concept development

(c) effect of dialects

(d) relationship of writing and spelling to reading

(e) relationship of listening to reading;

(8) provide for the development of knowledge and competency in relation to the following:

(a) developing staff understanding and support of the reading program

(b) organizing and developing community support for a reading program

(c) organizing, managing and evaluating a reading program for all children; and

(9) provide for understanding of the relationship of reading to and in all other subject areas with an understanding of tactics for increasing students' reading abilities in subject areas. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.522 SCIENCE (1) The science program may follow the subject-major pattern, or the comprehensive-major pattern (General Science) embracing a broad base science program including biology, chemistry, physics, physical science, and earth science with an emphasis of at least 20 quarter credits in one field. In Montana this General Science concentration must be coupled with the equivalent of 15 quarter credits in at least three other science areas. Curricula leading to a certificate in a discrete subject (biology, chemistry, et al) must meet provision (2) of section 10.58.522 and the appropriate provisions (3)(a) through (3)(e) of that section.

(2) Common Standards.

(a) For the prospective teacher the program shall provide for the attainment of:

(i) at least minimum specified levels of preparation in the processes of science common to the several disciplines

(ii) at least minimum specified levels of preparation in the concepts and principles in several areas of science

(iii) a specified high level of preparation in a specialized field in order to be prepared to provide courses and experiences relevant to the high school curriculum in that field

(b) provide the knowledge and experience to illustrate the cultural significance of science, to relate science through technology to social conditions, and to apply the analytical methods of science in multidisciplinary approaches to studying and solving societal problems such as the use of the environment;

(c) provide opportunities for gaining insight into the intellectual and philosophical nature of science and mathematics;

(d) provide for the development of the capacity and the disposition for continued learning in science and in the teaching of science subjects;

(e) provide work in areas related to the subjects to be taught with at least minimal preparation in mathematics;

(f) provide experiences related to the nature of learning, conditions that help young people learn, and the maintenance of a proper learning environment;

(g) provide for the development of the ability to select, adapt, evaluate and use strategies and materials for the teaching of science or mathematics so that teaching-learning situations will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and to the special characteristics of the science disciplines or the interdisciplinary problem;

(h) provide emphasis on the processes used in investigating scientific phenomena and those used in communicating the findings of such investigations to other science students and to the general public;

(i) provide an awareness of the recommendations for curriculum improvement currently being made by various national scientific groups, and incorporate, as well, new teaching strategies that research demonstrates are effective;

(j) provide emphasis of the program on breadth rather than on depth including inter-relationships among the sciences and the history and philosophy of science;

(k) provide for the development of competence in the use of teaching aids and laboratory equipment of all science fields which are appropriate;

(l) provide a knowledge of the current curriculum studies in the various science fields; and

(m) provide an emphasis on lab safety.

(3) Specialized Standards.

(a) Biology. For the prospective teacher the program shall:

(i) provide study and experiences with emphasis on the actual living materials through laboratory and field experiences which promote investigation, inquiry and experimental methods;

(ii) provide knowledge of the significant biological phenomena as they appear in micro-organisms, plants and animals, and the relation of these phenomena to the broad areas of biology;

(iii) provide knowledge of the inter-relationship of living organisms with their physical and biotic environments;

(iv) provide understanding of the characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution and systematics;

(v) provide studies and experiences in areas which emphasize the relationships with biology, such as chemistry (including introduction to organic and bio-chemistry), physics, paleontology, behavior and mathematics;

(vi) provide opportunities to design, develop and evaluate effective laboratory activities using the special skills and techniques with equipment, facilities and specimens; and

(vii) provide preparation in organizing, presenting and evaluating subject matter content.

(b) Chemistry. For the prospective teacher the program shall:

(i) provide a systematic and quantitative study of fundamental principles of chemistry, inter-related and illustrated with descriptive and historical material;

(ii) provide preparation in organizing, presenting and evaluating subject matter content in a manner which develops the understanding by pupils of the concepts of chemistry;

(iii) provide preparation in construction of meaningful pupil learning experiences through lecture and laboratory in organic, inorganic, analytical and physical chemistry;

(iv) provide studies and experiences which develop basic knowledges in other natural sciences and mathematics; and

(v) provide laboratory skills necessary to design experiments and develop demonstrations which are adjuncts to science and methods courses.

(c) Earth Science. For the prospective teacher the program shall:

(i) provide preparation in mathematics and the basic sciences (biology, chemistry, and physics) and a concentration in one of the earth sciences (astronomy,

geology, meteorology, and/or oceanography) with supporting work in the other three. A major in the broad field of the earth science is recommended;

(ii) provide an understanding of earth science as an interdisciplinary science involving the study of the lithosphere, atmosphere, and hydrosphere and their relationship to man's environment;

(iii) provide emphasis on field work, assuring a mastery of technique in using the local environment as a laboratory in addition to laboratory demonstrations, experimentation and research; and

(iv) provide preparation in organizing, presenting, and evaluating subject matter content.

(d) Physical Science. For the prospective teacher the program shall:

(i) provide experiences in chemistry and physics in near equal proportions;

(ii) provide experiences in at least three of the following disciplines: astronomy, biology, geology, meteorology, and physical geography;

(iii) provide for the development of knowledge of mathematics;

(iv) provide laboratory experience in chemistry and physics as well as in one other science area;

(v) provide an understanding of the integration of the physical sciences and the implications of the various sciences for contemporary society; and

(vi) provide for the development of skills in organizing, presenting, and evaluating subject matter content in ways which provide for optimal learning.

(e) Physics. For the prospective teacher the program shall:

(i) provide a systematic and quantitative study of the fundamental topics of physics, interrelated and illustrated with descriptive and historical material;

(ii) provide emphasis in mathematical preparation concurrently with the preparation in physics;

(iii) provide for the development of skills in organizing, presenting and evaluating subject matter content in a manner which enhances the development of the concepts in physics by secondary school pupils;

(iv) provide for knowledge of varieties of pupil learning experiences appropriate for areas of classical and modern physics;

(v) provide studies and experiences which develop basic knowledges in biology, chemistry, and mathematics, and include an introduction to differential equations; and

(vi) provide the laboratory skills necessary to design, develop, and evaluate effective laboratory activities

using proper maintenance of equipment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.523 SOCIAL SCIENCE (1) The social science programs may follow the subject-major pattern, or the comprehensive-major pattern embracing a broad base social studies program including history, sociology, government, economics, psychology and geography with an emphasis of at least 20 quarter credits in one field. In Montana, this concentration must be coupled with the equivalent of 15 quarter credits in at least three other social studies areas. Curricula leading to a certificate in a discrete subject (history, political science, et al) must meet subsection (2) of section 10.58.523 and the appropriate subsections (3) through (8) of that section.

(2) Common Standards. For the prospective teacher the program shall:

(a) provide for the development of the ability to organize learning experiences which facilitate growth in group processes and human relations skills including:

(i) the ability to feel for others

(ii) the ability to examine one's own feelings in the process of developing a positive self-concept

(iii) the recognition that all human problems cannot be handled with scientific precision; and

(iv) the ability to work effectively with others as a member of a group;

(b) provide for the development of a process approach to teaching social studies which utilizes the various structures and inquiry tools drawn from the social science disciplines;

(c) provide for the development of the ability to organize social sciences content data into teaching/learning sequences that:

(i) reflect meaningful factual information as the content base;

(ii) arrange the major concepts and data into learning sequences which help students discover the relationships between facts, concepts and generalizations;

(iii) organize teaching/learning strategies in a manner that students may proceed from factual information to the development of theories;

(d) provide for the study of the scientific processes in teaching social studies and for the development of the ability to organize instructional material which provides maximum opportunity for students to make:

(i) observations that utilize all of the senses for purposes such as data collection or problem areas awareness for classroom study;

(ii) classifications which emerge from the observations of objects and events with schemes based on observable similarities and differences;

(iii) inferences about what is not directly or immediately observable and involving evaluation and judgment of data;

(iv) hypotheses from inferences and predictions that can be tested by a proof process;

(v) reliable predictions about the consequences of a solution to a particular problem or issue based on past observations and the nature of the event being predicted;

(vi) hypotheses tests by designing and using data gathering procedures;

(e) provide knowledge of a variety of processes used in examining controversial and value-related issues including:

(i) the valuing process and a process which permits examination of affective as well as the cognitive input;

(f) provide for the development and demonstration of the ability to think critically and to formulate a rational basis for decision making through:

(i) application of social studies data by constructing charts, maps, tables, graphs, and other pictorial models;

(ii) knowledge of the necessary skills in library research which utilize the latest information from national depositories and clearinghouses;

(iii) utilization of appropriate levels of questioning which will elicit student response from recall through evaluation;

(g) provide understanding of the use of simulation and gaming techniques resulting in ability to:

(i) organize materials for instruction using simulation games as a means of providing students direct experience with selected concepts;

(ii) develop a simulation game or role playing situation for selected content;

(iii) employ aspects of gaming in teaching social studies.

(3) Economics. For the prospective teacher the program shall:

(a) provide knowledge of the impact of economic principles and processes as related to problems and practices in diverse economic systems;

(b) provide knowledge of how basic economic decisions are made with regard to production, consumption and distribution;

(c) provide knowledge that all economic systems are confronted by the problem of unlimited wants and limited resources;

(d) provide knowledge of how the pattern of economic arrangements within a society reflect the values and objectives of that society;

(e) provide study of the concept of comparative advantage and its relationship to the exchange of goods and services among developed and developing nations of the world;

(f) provide for knowledge of the comparison of the economic performance of different cultural groups;

(g) provide for knowledge of the comparison of the effect of production on the industrial power of different nations;

(h) provide for analysis of the potential standards of living among nations by examining factors of production;

(i) provide for the examination of the concept of specialization and the resultant interdependency within and among nations;

(j) provide for the analysis of economic fluctuations that have resulted from periods of inflation, deflation or depression;

(k) provide for the study of the feelings and perceptions of people during periods of economic fluctuations;

(l) provide for the development of the ability to assess the major value difference and resulting conflict situations that occur during periods of inflation, deflation or depression;

(m) provide for the analysis of the causes of economic fluctuations and the development of policies to cope with these problems.

(4) Geography. For the prospective teacher the program shall:

(a) provide knowledge of the effects that spatial relationships, physical environments, and regionalization have on the development of the human experience;

(b) provide knowledge of the changes affecting the nature of a locale through time;

(c) provide for the analysis of the effects of site and situation on developing cultures and life patterns;

(d) provide for study of reasons why different human activities occur in regions of similar natural factors;

(e) provide for study of reasons why similar human activities occur in regions of different environmental conditions;

(f) provide for the development of the ability to assess the impact of the uneven distribution of human numbers and the resultant pressure of those numbers on the physical resources of selected areas of the world;

(g) provide for the study of adverse conditions associated with the use of human space: crime, slums, pollution, value systems, degeneration and deterioration, and deterioration of other physical, mental and moral qualities;

(h) provide a knowledge of the earth's physical environment and its influences on the development of culture;

(i) provide for the study of the factors of the natural environment and man's ability to alter them in a positive or negative way;

(j) provide for the development of the ability to analyze the physical and cultural component parts of a portion of the world;

(k) provide for the analysis of current environmental problems and examine the roles of individuals, societal agents, and technology on developing and effecting solutions;

(l) provide for the analysis of the use of formal and functional regions in the organization of space;

(m) provide for the development of the ability to evaluate the region as a planning device for making rational use of the earth's resources by evolving strategies and establishing priorities;

(n) provide for the analysis of the region as a method of organizing space and employ regional systems as a useful framework for handling large amounts of diverse information;

(o) provide for the assessment of the disorganization of space and those factors that account for discontinuity.

(5) Government. For the prospective teacher the program shall:

(a) provide knowledge of the fact that every society has some authority structure which can be recognized as a government and has been created by the interdependence of individuals and groups within the society;

(b) provide for the study of decisions, policies and laws of a given society as a reflection of the society's values, beliefs, and traditions;

(c) provide for the study of the inter-relatedness of the political aspects of a culture with the economic, social, geographic and environmental factors and problems within a culture;

(d) provide for the analysis of the current political actions and attitudes of a society in relation to its prior history;

(e) provide for the development of the ability to examine critically governmental systems, not only as forms of government, but also as methods, processes and reflections of societal convictions;

(f) provide for the study of sources of political power and authority;

(g) provide for the development of the ability to examine political ethics as a reflection of the moral conduct of the society as a whole;

(h) provide a knowledge of the processes involved in conflict resolution and public policy adjudication in a society;

(i) provide knowledge of how public policy evolves from the bargaining and compromising among competing demands on influential groups;

(j) provide for the analysis of the governmental structures and institutions established to protect public policy decisions and to enforce them on the society at large;

(k) provide for the development of the ability to examine the agencies created to protect the rights, liberties, and obligations of each member or group within the society;

(l) provide for the study of methods of interest articulation and communication as practiced by interest groups, pressure groups, and lobbies in various systems.

(6) History. For the prospective teacher the program shall:

(a) provide a knowledge of the human past as a means in understanding the present and the possibilities for the future;

(b) provide for the study of the relationship of history to the social sciences in explaining the human experience;

(c) provide for the study of history as a response to the eternal desire of humans to know about themselves and others;

(d) provide an understanding that history is concerned with societies as well as individuals;

(e) provide for the study of history as it emphasizes the uniqueness of individual and collective human experience;

(f) provide an understanding that continuous and unrelenting change has been a universal condition of human society throughout remembered and recorded time;

(g) provide an understanding that each generation tends to create and rewrite history in terms of its own needs, aspirations and points of view;

(h) provide for a recognition that the record of the past is irremediably fragmentary, selective and biased;

(i) provide knowledge that the past should be examined in light of contemporary standards, values, attitudes and beliefs rather than exclusively by modern standards;

(j) provide an understanding that history has the obligation to reassess and reinterpret the past, bringing it to bear on the present and translating it into a form each new generation can use;

(k) provide an understanding that a knowledge of the possibilities of history can help people in influencing a more favorable course for the human race;

(l) provide for the development of an awareness of the value dilemmas of modern times and the prospects for resolving the dilemmas;

(m) provide for the development of an understanding of the inter-related factors--economic, social, cultural, political, geographical and intellectual--that have shaped historical development;

(n) provide an understanding that multiple causation is the dominant pattern in explaining the human past and that historical events can seldom be explained in terms of a simple one-to-one cause and effect relationship;

(o) provide for knowledge from areas of study that are important to the modern student and relevant to his needs as an intelligent being:

(i) Montana and the Rocky Mountain region

(ii) the United States

(iii) European and non-western civilization

(7) Psychology. For the prospective teacher the program shall:

(a) provide for the development of an understanding of behavior in man and other animals;

(b) provide knowledge of investigative and scientific methods used in the study of behavior;

(c) provide for the development of an understanding of the effects of stimuli on behavior;

(d) provide for the study of the cultural influences on behavior and the modification of them;

(e) provide for the recognition and explanation of behavior classified as deviant.

(8) Sociology. For the prospective teacher the program shall:

(a) provide for the development of an awareness of the various aspects of human behavior which are related to the fact that man lives in groups;

(b) provide for the study of the diverse and similar patterns of human grouping in relation to specific cultural values;

(c) provide for the recognition that every society develops a system of roles, norms, values and sanctions to guide behavior of individuals and groups;

(d) provide for the analysis of the general structure of society in terms of the following concepts: values, institutions, organizations, groups, status positions, and social roles.

(e) provide for the study of diversity and variations existing within a given and comparative social structure;

(f) provide knowledge of how culture is adapted to serve man's needs as well as how man adapts to cultural conditions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.524 SPEECH COMMUNICATION For the prospective teacher the program shall:

(1) provide for skills in the area of speech fundamentals, public address, oral interpretation, dramatics and simple speech problems;

(2) provide for the development and demonstration of personal proficiency in oral communications;

(3) provide experiences with dialects and other regionalisms regarding their origin, development and place in contemporary culture;

(4) provide knowledge of the various personal, social and communication purposes of language, including attention to factors such as:

(a) social and regional language variation

(b) language for control and management of others; i.e., language abuse, e.g., the rhetoric of politics, advertising, etc.;

(5) provide knowledge of the nature of nonprint and nonverbal expression as well as their relationship to verbal expression;

(6) provide knowledge of the processes whereby individuals acquire, understand and use their language;

(7) provide knowledge of the attributes of oral language in the developing child through adolescence;

(8) provide knowledge of approaches to assessment and diagnosis of students' encoding and decoding abilities in various settings and for various purposes;

(9) provide for the development of the ability to assess and interpret students' progress in both decoding and encoding language in various social, regional, and cultural settings;

(10) provide for the development of the ability to prescribe suitable techniques and materials for overcoming specific decoding and encoding difficulties and the ability to design effective instructional strategies and teaching approaches for the teaching of encoding and decoding skills;

(11) provide for the development of the ability to help students become aware of the various social and cultural backgrounds and purposes of language use;

(12) provide for the development of the ability to articulate the nature and purposes of the speech communication curriculum to professional peers, school administrators, and parents; and

(13) provide for the development of a respect for the worth of all students, their language and desires, and their individual uniqueness. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.525 TRADES AND INDUSTRY (1) Teacher preparation for teaching in many such occupational areas requires the baccalaureate degree as a prerequisite for beginning teaching. For the prospective teacher the program shall:

(a) provide or arrange vocational training and/or supervised work if the student has not had such experiences;

(b) provide general education requirements in the humanities, mathematics, natural sciences, social studies and behavioral sciences that are designed to acquaint the learner with areas of human experience to which he/she has not yet been exposed;

(c) provide on-the-job supervision during the first year of teaching if the new teacher has not student taught. Modification from the requirements of this rule shall be allowed if necessary;

(d) provide skills necessary for the utilization of trades and industry youth organizations as a means for teaching leadership skills through knowledge and practice of speech, parliamentary procedures, and group cooperative efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.526 TRAFFIC EDUCATION For the prospective teacher the program shall:

(1) require that the candidate for the traffic education certificate possess a standard teacher's certificate in another area of certification;

(2) assure that the student possesses a valid driver's license;

(3) provide for the development of an understanding of the basic principles of motor vehicle systems, dynamics, and maintenance;

(4) provide for the development of an understanding of the interaction of all highway transportation system elements;

(5) provide opportunities for professionally supervised student teaching experiences in theory classes and behind-the-wheel situations and provide for the demonstration of skill in motor vehicle operation and on-street instruction;

(6) provide for study of due processes in the application of laws;

(7) provide for study of the physiological and psychological influences of alcohol and drug abuse as they relate to the highway transportation system;

(8) provide for study of the frequency, severity, nature, and directions for prevention of accidents which occur to age groups while participating in various life activities;

(9) provide for the development of an ability to communicate effectively with appropriate agencies concerned with safety;

(10) provide for the development of an awareness of the necessity to provide students with positive attitudes toward safe driving as well as with the required skills for safe driving;

(11) provide study of procedures and conditions for activating an emergency medical services system;

(12) provide for the development of the ability to assist students in examining and clarifying their beliefs, attitudes, and values as they relate to safety;

(13) provide specific knowledge of administrative procedures, practices and policies required for organizing and operating an approved traffic education program;

(14) provide for the development of the ability to assess current trends and provide information about current materials and innovative methods in traffic materials education; and

(15) provide for the development of the ability to structure and implement driver education learning experiences and to identify and develop support materials related to the following modes:

(a) regular classroom
(b) multi-media
(c) driving simulation
(d) off-street multiple car driving range
(e) on-street

(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.527 TEACHING AREAS: ADDITIONAL FIELDS (1) These programs are designed for teachers who hold a regular teaching certificate and who desire to develop skills in a different teaching field.

(2) The program shall be designed to produce skills at least equivalent to those developed by programs approved as meeting the standards for basic programs in the teaching field as outlined above.

(3) When necessary, laboratory experiences shall be provided under the jurisdiction of the preparing institution. (History: Section 20-2-114, MCA; IMP, Section 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

Sub-Chapter 6

Curriculum Principles and Standards: Advanced Programs

10.58.601 PROGRAM DEVELOPMENT, PLANNING AND PATTERNS (1) A single, specifically designated administrative unit shall be responsible for assuring the quality of post-baccalaureate programs of advanced study in education. This unit shall:

(a) share aspects of this responsibility with appropriate units or committees;

(b) see that the responsibility shall be unified, specific, widely understood and generally accessible;

(c) make provisions for communication, cooperation and deliberate coordination clear in institutions operating several programs;

(d) provide data to indicate objectives being served, the unique and cooperative program provisions, and the means of program evaluation;

(e) provide for the accessibility of evidence concerning program evaluation.

(2) Those institutions offering both undergraduate and graduate programs shall maintain consistency in philosophy, principles, and objectives upon which the teacher education programs are based.

(3) The institutions shall be responsible for designing programs within the meaning and scope of educational program objectives and within the guidelines of the governing board.

(4) The board of public education is responsible for stimulating the development of objectives by all concerned, and for evolving and carrying out appropriate procedures for certifying teachers.

(5) All post-baccalaureate educational programs shall include the following:

(a) the publication of specifically stated program objectives and program outlines giving evidence of the provision for achieving the objectives of the program. When two or more related kinds of student objectives are served within one broad program, the provisions for achieving each shall be made clear;

(b) provisions for maintaining quality of scholarship and for assuring scholarship in depth appropriate to the announced level;

(c) sufficient breadth of coverage to enable the student to develop supporting and related skills and insights in addition to a major emphasis;

(d) support by adequate resources of staff, equipment, special facilities, including library and general institutional backing to provide maximum quality in each program;

(e) a program of supervised practical experience in curricula designed for the development of initial competence in teaching or in an area of educational specialization. This program shall be designed both to develop skill and to serve as a basis for evaluating the student's performance and for recommending appropriate certification and/or a master's degree. Adequate time for both on-campus and off-campus experiences shall be provided to meet these objectives;

(f) sufficient flexibility to permit adaptation to the individual backgrounds and objectives of the students;

(g) the responsibility for evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) to the board of public education.

(6) The application of operating controls shall be such as to guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potentialities

(ii) utilizes all instructional resources, and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain a quality of students in each program appropriate to its objectives;

(c) student evaluation and degree requirements to support the admission and selective retention procedures in harmony with program objectives over and above general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the objectives of the programs in which they apply;

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that such prerequisites and program provisions shall form a consistent and inter-related whole. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (1) Admission to such programs shall be open to persons who already hold the initial regular teaching certificate in the teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and to their growing knowledge in the area of specialization.

(3) The content of programs in subject fields, and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments. (History: Section 20-2-114, MCA; IMP, Section 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

Sub-Chapter 7

Specializations: Supervisory and Administrative Programs

10.58.701 SUPERVISORS For the prospective supervisor the program shall:

(1) provide well-defined criteria for admission which shall include professional experiences in the schools;

(2) provide for increased understanding of the crucial and dynamic role of the school in our culture and for the development of the knowledge and skills needed to focus the resources of the school on recognized social concerns;

(3) provide an advanced level of preparation with emphasis on recent research and new developments in the area to be supervised;

(4) provide for the development of skill in understanding principles and practices in curriculum development and interpreting this development to others;

(5) provide for the understanding of learning theory and the application of such theory to the improvement of teaching;

(6) provide for the development of skill in school supervision with emphasis on the individual and on group processes; and

(7) be designed to facilitate the acquisition of those skills deemed essential for effective supervision and shall include supervised experiences in schools to provide an opportunity to:

(a) observe how supervisors discharge supervisory duties

(b) gain knowledge of essentials in successful school supervision

(c) acquire theoretical understandings of successful school supervisory practices

(d) learn about school organization and essentials of coordination of various aspects of the school program

(e) acquire supervisory competence through practice carefully assessed by administrative or supervisory personnel. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.702 SCHOOL PRINCIPALS For the prospective principal the program shall:

(1) provide well-defined criteria for admission which shall include professional experiences in the schools;

(2) assure the acquisition of:

(a) knowledge of a broad range of learning experiences and an understanding of the inter-relationships involved

(b) knowledge and skills of administration and supervision

(c) knowledge and skills related to group dynamics and curricular improvements

(d) understanding of the particular rights, responsibilities and ethics inherent in professional service

(e) knowledge and skills related to school-community relations

(f) ability to conceptualize the inter-relationships of the various disciplines

(g) knowledge of school law

(h) experience in research and development with specific application to school programs and administration;

(3) provide flexibility to allow for individualized programs of study and experience;

(4) provide for supervised off-campus practicum which aids in integrating theory and effective school practices;

(5) provide for the identification of candidates possessing qualities of leadership, sensitivity, and scholarship along with the human relations skills and insights necessary for effective selection and continuing development of personnel through the use of selection, retention and final evaluation procedures;

(6) provide for comprehension of learning theory and competence in applying such theory and to the evaluation and improvement of learning and teaching; and

(7) provide for understanding of the crucial and dynamic role of the school in our culture and knowledge and skills needed to focus the resources of the school on recognized social concerns. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.703 SCHOOL SUPERINTENDENTS For the prospective superintendent the program shall:

(1) provide well-defined criteria for admission which shall include professional experiences in the schools;

(2) provide for the development of skill in administration of educational programs, administration of funds and facilities, personnel administration and continuing staff development;

(3) provide for the development of skill in such administrative processes as: discovering, diagnosing, setting goals, planning, making decisions, establishing priorities, organizing, delegating, communicating and evaluating;

(4) provide for understanding of the crucial and dynamic role of the school in our culture and for knowledge and skills needed in focusing the resources of the school on recognized social concerns;

(5) provide for the identification of candidates possessing qualities of leadership, sensitivity, and scholarship along with the human relations skills and insights

necessary for effective selection and continuing development of all school personnel through the use of selection, retention, and final evaluation procedures;

(6) provide studies, experiences, and activities which increase a candidate's comprehension, knowledge and skill in relation to the following:

(a) the learner and the learning process

(b) curriculum development

(c) school organization and operation

(d) supervision of professional and non-professional personnel

(e) school board relationships, school law, professional personnel responsibilities, negotiations, school finance, and public relations

(f) relevant concepts from the social and behavioral sciences

(g) performance and interpretation of research and development with specific applications to school programs and administration

(h) dealing with school-community needs. (History: Section 20-2-114, MCA; IMP, Section 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79).

Sub-Chapter 8

Innovative and Experimental Programs

10.58.801 TYPES OF PROGRAMS (1) Innovative and experimental programs include but are not necessarily limited to the following:

(a) New Approaches: programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

(b) New Positions: programs designed to prepare school personnel for new types of positions that are emerging on the education scene.

(c) Special Needs: programs designed to meet the special needs of particular segments of our society.

(d) Specific Curricular Areas: programs designed for specific curricular areas for which recognized standards have not been developed. (History: Section 20-2-114, MCA; IMP, Section 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)

10.58.802 STANDARDS FOR APPROVAL (1) A clear statement justifying the request for the approval of an experimental or innovative program shall be provided and shall include the assumptions, rationale, and objectives on which the program is based.

(2) Each program shall:

(a) be based upon a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

(iii) be available in writing.

(b) include a clearly formulated statement of the competencies needed by teachers in this area. These statements of competencies shall:

(i) include required attitudes, knowledges, understandings and skills and the degrees of expertise in each necessary for the beginning teacher;

(ii) be based upon the statement developed in the preceding standards regarding the objectives and program of the school; and

(iii) be available in writing.

(c) include a description of the process by which the personnel will be prepared;

(d) develop provisions for keeping records of the students' progress in the program;

(e) make arrangements for systematic review of the process at stated intervals by both the institution and the office of public instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the teacher education institution shall be outlined and confirmed by the board of public education;

(g) include a timetable setting forth:

(i) the beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) the anticipated schedule of evaluative check points;

(iv) selected intervals for the identification of competencies or other changes in the program;

(v) the approximate dates on which periodic program reports will be submitted to the appropriate institutional officials and to the superintendent of public instruction.

(h) provide for continuing evaluations with definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that includes definitions and specifications of the kinds of evidence that will be gathered and reported;

(ii) provide information to identify areas in the program that need strengthening;

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be vested with the administration responsibility for the program. Institutions which accept the responsibility for the education of teachers shall establish and designate the appropriate division, school, college or department within the institution to act within the framework of general institutional policies on all matters relating to such program. (History: Section 20-2-114, MCA; IMP, Section 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

Sub-Chapter 9

Standards for Approving Competency-Based or Performance-Based Programs

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS (1) These standards apply to all competency-based and performance-based teacher education programs. For each preparation program the institution shall:

(a) Develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (Sub-Chapter 4) and specific standards (Sub-Chapter 5).

(b) Provide a program design that:

(i) relates the competencies (cited in (2) above) to modules, subcourses or courses;

(ii) lists the learning activities involved; and

(iii) specifies the assessment techniques used to verify the attainment of these competencies.

(c) Formally assesses follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development.

(d) Have an on-site evaluation team designated by the office of public instruction determine the institution's performance in the development and verification of a candidate's role competency and in the collection and use of follow-up data. (History: Section 20-2-114, MCA; IMP, Section 20-2-121, MCA; NEW, 1979 MAR p.492-493, Eff. 5/25/79.)